

## ACEN and CCNE and Alabama Board of Nursing Standards Crosswalk

ACEN (2017)	CCNE (2018)	ABN Rules (2016)
<p><b>STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY</b>  The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.</p>	<p><b>Standard I</b>  <b>Program Quality: Mission and Governance</b>  The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.</p>	<p><b>Chapter 610-X-3 – Nursing Education Programs</b>  <b>610-X-3-.02 Standards for Approval</b>  <b>610-X-3-.02 (1)(2)</b>  The program must be accredited by a national nursing accrediting agency recognized by the U.S. Department of Education by the later of January 1, 2022 or within five (5) years of Approval by the Board.  The governing institution, nursing program administrator, and nursing faculty are accountable for the standards, processes, and outcomes of the nursing education program.</p>
<p><b>STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY (continued)</b>  <b>Baccalaureate</b> &amp; higher degree pre-licensure programs - The nursing education unit is administered by a doctorally prepared nurse  <b>Associate degree</b> nursing program - The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing  <b>Practical</b> nursing program - The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing; rationale is provided for the acceptance of other graduate credentials</p> <p><b>STANDARD 2: FACULTY AND STAFF</b>  Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.</p>	<p><b>Standard II</b>  <b>Program Quality”: Institutional Commitment and Resources.</b>  The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.</p> <p><b>II-D. The chief nurse administrator of the nursing unit:</b></p> <ul style="list-style-type: none"> <li>▪ is a registered nurse (RN);</li> <li>▪ holds a graduate degree in nursing;</li> <li>▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing;</li> <li>▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</li> </ul>	<p><b>Chapter 610-X-3 Nursing Education Programs</b>  <b>610-X-3-.02 Standards for Approval</b>  <b>610-X-3-.02 (7)(a....c)</b>  A nursing education program shall be administered by a qualified program administrator who is accountable for the planning, implementation, and evaluation of the program. Minimum qualifications of a nursing program administrator shall include:</p> <ul style="list-style-type: none"> <li>· An active unencumbered Alabama registered nursing license.</li> <li>· An earned graduate degree in nursing.</li> <li>· Be academically and experientially qualified to administer a nursing program.</li> </ul> <p><b>610-X-3-.02 (8) (a...c)</b>  The governing institution and nursing program administrator shall provide sufficient numbers of qualified faculty to ensure that curriculum implementation and expected program outcomes are achieved and aligned with national nursing accrediting standards. Minimum qualifications of nurse faculty shall include:</p>

<p><b>Baccalaureate, Associate and PN – FT</b> and PT faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization’s accrediting agency, and are qualified to teach the assigned nursing courses</p>	<ul style="list-style-type: none"> <li>▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</li> </ul> <p><b>II-E. Faculty are:</b></p> <ul style="list-style-type: none"> <li>▪ sufficient in number to accomplish the mission, goals, and expected program outcomes;</li> <li>▪ academically prepared for the areas in which they teach; and</li> <li>▪ experientially prepared for the areas in which they teach</li> </ul> <p><b>II-F. Preceptors</b> (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</p>	<ul style="list-style-type: none"> <li>· An active unencumbered Alabama registered nurse license.</li> <li>· An earned graduate degree in nursing or a related health field.</li> <li>· Be academically and experientially qualified to teach in the area assigned.</li> </ul>
<p><b>STANDARD 3: STUDENTS</b> Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.</p>	<p><b>Relates to STANDARD I Program Quality: Mission and Governance</b> [student policies], and <b>STANDARD II Program Quality: Institutional Commitment and Resources</b> [academic support services].</p>	<p><b>Chapter 610-X-3 Nursing Education Programs 610-X-3-.02 Standards for Approval 610-X-3-.02 (9) (a...c)</b> Institutional and program policies and procedures shall:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be written, published and publicly available</li> <li><input type="checkbox"/> Address students’ ability to assume clinical assignments including, but not limited to, educational preparedness and physical, mental and emotional behaviors</li> <li><input type="checkbox"/> Provide opportunities for students to regularly participate in the development, evaluation and continuous improvement of the program.</li> </ul>
<p><b>STANDARD 4: CURRICULUM</b> The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies, and has clearly</p>	<p><b>Standard III Program Quality: Curriculum and Teaching-Learning Practices</b> The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The</p>	<p><b>Chapter 610-X-3 Nursing Education Programs 610-X-3-.02 Standards for Approval 610-X-3-.02 (11)(a...d)</b> The curriculum of a nursing education program shall:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enable the student to develop the knowledge, skills, and abilities necessary for the level, scope, and standards of competent nursing practice expected at the level of licensure.</li> </ul>

articulated end-of-program student learning outcomes.	environment for teaching-learning fosters achievement of expected student outcomes.	<input type="checkbox"/> Comply with the standards set forth in this chapter. <input type="checkbox"/> Be evidence-based, and outcome-focused. <input type="checkbox"/> Provide theoretical and clinical experiences specific to the expected scope of practice of graduates from each type of entry level nursing education program and shall include [i...vii].
<b>STANDARD 5: RESOURCES</b> Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.	<b>Standard II</b> <b>Program Quality”: Institutional Commitment and Resources.</b> The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.	<b>Chapter 610-X-3 Nursing Education</b> <b>610-X-3-.02 Standards for Approval</b> <b>610-X-3-.02 (4)(a...f)</b> The governing institution shall provide financial support and resources sufficient to meet the outcomes of the nursing education program. Resources include, but are not limited to: <input type="checkbox"/> Financial. <input type="checkbox"/> Educational facilities. <input type="checkbox"/> Equipment. <input type="checkbox"/> Learning aids. <input type="checkbox"/> Technology. <input type="checkbox"/> Administrative, instructional and support personnel.
<b>STANDARD 6: OUTCOMES</b> Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing program has a current systematic plan of evaluation. The program demonstrates evidence of achievement in meeting the program outcomes: <input type="checkbox"/> Evidence of students’ achievement of each end-of-program student learning outcome <input type="checkbox"/> The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period <input type="checkbox"/> Program completion <input type="checkbox"/> Job placement rates	<b>Standard IV</b> <b>Program Effectiveness: Assessment and Achievement of Program Outcomes</b> The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.	<b>Chapter 610-X-3 Nursing Education Programs</b> <b>610-X-3-.05 Outcome Standards</b> <b>610-X-3-.05 (1)(2)(3) (a...d)(4) (7)(8)(a...d)</b> Graduates shall demonstrate theoretical and clinical competence for entry into practice.  Beginning on January 1, 2018, the pass rate shall be calculated on a calendar year basis (January 1 to December 31). Graduates of Approved programs, as a composite of first-time writers, taking the Board selected national licensure exam within six (6) months of program completion, shall achieve a three-year rolling average pass rate of no less than 80% on the national licensure exam. Programs approved prior to January 1, 2018 will continue in their existing review cycle with said cycle converting to calendar year.

		<p>Programs shall develop, maintain, and adhere to their written plan for the systematic evaluation of the total program that is comprehensive, demonstrates ongoing evaluation, is based on program outcomes, and incorporates continuous improvement. The systematic evaluation plan shall include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collection, aggregation, analysis and trending of data.</li> <li><input type="checkbox"/> Programmatic outcomes, levels of achievement, evaluative criteria, assignment of responsibility, frequency of assessment, methods of achievement, actions taken and quantitative data collected.</li> <li><input type="checkbox"/> Ongoing evaluation and revisions based on the evaluation.</li> <li><input type="checkbox"/> A mechanism for accountability for academic integrity.</li> </ul> <p>Programs shall maintain and produce, at the Board's request, an articulation plan for program graduates. Nursing programs shall complete the Nursing Education Annual Report in a format specified by the Board within the time specified.</p> <p>The Board may accept all or partial evidence prepared by a program to meet national nursing accreditation requirements. The Board may review and analyze various sources of information regarding program performance, including, but not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Periodic Board survey visits, as necessary.</li> <li><input type="checkbox"/> Board-recognized national nursing accreditation site visit reports, to include results of findings and other pertinent documents.</li> <li><input type="checkbox"/> Results of ongoing program evaluation.</li> <li><input type="checkbox"/> Other sources of evidence regarding achievement of program outcomes, including, but not limited to: [1....7].</li> </ul>
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